

Pupil premium strategy statement –St Andrew’s CofE Primary School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	16.09%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026-2027-2028
Date this statement was published	Oct 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Rebecca Ireland-Curtis Headteacher
Pupil premium lead	Emma Thomas Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91747.64
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£91747.64

Part A: Pupil premium strategy plan

Statement of intent

Our overarching commitment at St Andrew's is to ensure all children achieve their full potential, both academically and personally, during their time with us. We aim to equip every child with the essential skills they need to succeed and flourish as they transition to Secondary Education.

Strategy and Aims for Pupil Premium

This strategy outlines our approach to utilizing Pupil Premium funding effectively to 'close the gap' in attainment. Specifically, we target the disparity between our highest-attaining pupils and those who may begin their school journey at a disadvantage. Our method involves identifying key challenges facing disadvantaged pupils and strategically planning to meet those distinct needs.

We fully intend for all children who are disadvantaged or qualify for Pupil Premium funding to meet or exceed age-related expectations across all subjects, unless a specific, documented, and relevant educational need is present.

Improving Teaching and Attainment

A core use of our Pupil Premium funding is to boost attainment levels by significantly improving the quality of 'first-wave teaching' provision. This is achieved through investing in staff Continuing Professional Development (CPD) and enhancing our curriculum and resources. While this elevates the learning experience for all pupils, it has a significantly higher impact on disadvantaged pupils.

Targeted Support and Wellbeing

In addition to core teaching improvement, we allocate funding to ensure good attendance and engagement with school.

Our Pupil Premium funding allows us to run a variety of activities to support the wellbeing of our pupils and their families. This includes running family workshops and funding a Schools-Family Worker role to strengthen the home-school link. Furthermore, the funding supports our 'meet and greet' sessions, providing an invaluable informal setting for parents and carers to build relationships with school leaders and teaching staff.

To support children's learning at home, we use our funding to subscribe to a variety of apps, ensuring all children have easy access to booster activities at key points in their school journey.

Leadership and High Expectations

The attainment of disadvantaged children is the responsibility of everyone in the school. However, we ensure that a senior leader is dedicated to spearheading the effort, effectively targeting support and interventions to help disadvantaged children keep up or move ahead with their learning. Crucially, we maintain the understanding that many children facing disadvantage have the ability to exceed expected levels. It is paramount to set and maintain high expectations for all involved in our children's education.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low levels of attainment in Maths by disadvantaged pupils (including those who should be working at GD) <i>At the end of 2025, Disadvantaged pupils at St Andrews were making less progress than their peers with only 50% achieving expected standard or higher compared to 79% for non PP. This data indicates that we have reached a plateau since 2021.</i>
2	Lower levels of attainment in Reading by disadvantaged pupils when they take their PSC compared to the rest of the cohort. <i>In 2025, results had increased with 75% of pupils passing but we are conscious that we need to continue to embed strategies to ensure this success remains in place.</i>
3	Lower levels of attainment in Writing by disadvantaged pupils (including those who should be working at GD) <i>At the end of 2025, 60% of Disadvantaged pupils at St Andrews had met the expected standard in writing and 0% were at GD.</i>
4	Curriculum revision, implementation and embedding required to ensure progression and improved assessment of attainment across the curriculum for all pupils including those with disadvantage. <i>The provision of a high quality, knowledge-based curriculum which builds children's vocabulary and exposure to key concepts is vital to provide them with a secure foundation for their next steps in education.</i>
5	Disparities in attendance between disadvantaged and non-disadvantaged pupils for the year 2024-2025 PP- 92% compared to non PP 94.3%

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Improvement in maths attainment and progress</i>	Attainment outcomes for PP children in maths (where they have attended St Andrews for at least one full Key Stage) will be the same as or better than their peers by July 2028 with improvements to be measured in intervening years (unless there is documented SEND)

<i>Improvement in Reading attainment and progress</i>	Attainment outcomes for PP children in reading (where they have attended St Andrews for at least one full Key Stage) will be the same as or better than their peers by July 2028 with improvements to be measured in intervening years (unless there is documented SEND)
<i>Improvement in Writing attainment and progress</i>	Attainment outcomes for PP children in writing (where they have attended St Andrews for at least one full Key Stage) will be the same as or better than their peers by July 2028 with improvements to be measured in intervening years (unless there is documented SEND)
<i>Embedding progression across the wider curriculum and developing middle leaders in order to implement and monitor</i>	Implementation of all foundation subject curricula will be complete and regular evaluations and monitoring will ensure that it is tailored to the needs of the children in our school setting by July 2027
<i>Improvement in attendance, wellbeing and engagement by families – including support with specific mental health difficulties experienced by children</i>	Attendance for PP children will be the same as their peers. Where families have barriers that are causing attendance to fall below the expected level, a plan will be implemented and monitored by the Home-School Link Worker and a Senior Leader by during the first term of the academic year.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 31000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Release of Curriculum, Maths and English Leads to embed changes in pedagogy and planning including resources to support implementation in addition to release of PP lead to monitor outcomes	EEF – effective implementation of change in schools requires ongoing monitoring, supporting of staff and adaptation to ensure success Improving the quality of teaching is almost always supported by high quality professional development. Good teaching is the most effective tool a school has to improve the outcomes of disadvantaged pupils.	2,3,4
Reading Reconsidered and Sounds-Write training to continue to be expanded across school including resources to support implementation		2,3
Teachers to access continued professional development (CPD) in order to meet the individual needs of our Pupil Premium pupils. • Reading Reconsidered • • Sounds Write – Phonics Training • Writing – Writing Framework • Maths Mastery • Foundation Subject Leadership • SALT – Language Link • NPQs –	Education Endowment Foundation (EEF) Guide to Pupil Premium - tiered approach – Improving the quality of teaching – both planning and implementation – is almost always supported by high quality professional development. Good teaching is the most effective tool a school has to improving the outcomes of disadvantaged pupils. Using the Pupil Premium Grant to improve teaching quality benefits all children and has a particularly positive effect on those pupils eligible for Pupil Premium. Ensuring that an effective teacher is teaching the pupils in their class, and that they are supported through quality CPD to ensure that their practice is current and of a high quality. This is the key to ensuring that all pupils, especially those eligible for Pupil Premium have the greatest chance of success.	1,2,3,4

Ambition Institute		
Staff from Reception to Year 2 to complete the NCETM Mastering Number project including resources to support implementation	EEF Teaching and Learning Toolkit – Impact 5+ months Mastering Number lays firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention is given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.	1
Behaviour review and update for all staff to include personalised plans for identified pupils in order to improve their self regulation skills	EEF – TLT impact 4+ months Pupils at disadvantage or with SEND are more likely to find it difficult to conform to behavioural expectations and this can result in a higher rate of exclusions. Our behaviour policy and training is designed to develop trauma informed classrooms which support all children to get the most out of their learning time. Whole school consistent approach to be developed and embedded with all staff to ensure that learning is maximised, transitions are conducted safely with minimal disruption. Staff to receive training in CTT approach to ensure consistency of approaches.	1,2,3,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 55 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions with Teaching Assistant Catch up – Keep Up. Sounds Write 'Keep up' 'Catch up' interventions	EEF - TLT Impact +4 Months in Primary Schools Through targeted and structured Teaching Assistant Interventions for academic support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should	3 and 4

	be considered as part of a school's Pupil Premium Strategy. Small group tuition approaches can support pupils to make effective progress and attainment by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of pupils and ensures that the teaching is closely matched to the pupil understanding. Small group tuition allows for greater opportunities to interact and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Catch Up – Keep Up Tutor to work with small groups of pupils, identified to make effective progress and attainment by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	
Provision Language Link Intervention. Early detection and planned intervention strategies.	EEF- TLT Impact +4 Months in Primary Schools Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	3 and 4
Social and Emotional Learning (SEL) Targeted 1:1 and small group support.	EEF – TLT Impact +4 Months in Primary Schools Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	2 and 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 5 & 6 Homework Club in place where Pupil Premium children are prioritised.	EEF-TLT Impact +5 Months in Primary Schools Some pupils may not have a quiet space for home learning – it is therefore important for schools to consider how home learning can be supported. Pupils receiving free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have a suitable device for learning, are less likely to have stable internet connection, have less parental support and so not develop effective learning habits. These difficulties increase the attainment gap for disadvantaged pupils.	1 and 4
Personalised behaviour Interventions in place for identified pupils in order to help pupils manage their self regulation and emotional skills. Use of the school's Reflection behaviour for learning.	EEF-TLT Impact +4 Months in Primary Schools According to figures from the department of Education (DfE) pupils who receive Free School Meals are more likely to receive a permanent or fixed term exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management strategies. Some pupils will require more specialist support to	3, 5
	help manage their self-regulation or social and emotional skills. Targeted interventions using tailored support is where the highest impact seen focuses on self-management or role-play and rehearsal.	
Attendance data will be analysed on a fortnightly basis by Office staff member and the Head fortnightly. Families will be contacted if a pupil is consistently not in school and support offered.	EEF – Tiered Approach – Wider strategies to support children attending school. Attendance data (Last academic year: 92% for Pupil Premium pupils.) Data shows that pupils with the highest attendance make the most academic progress, due to increased opportunities	2

Support to be given to families to raise attendance/ punctuality through support from our in school Early Help Offer. Head and Office staff member to work together to identify pupils attending below 95% and to follow protocols.	for over learning and access to a broad and balanced curriculum. Dedicated person who monitors attendance and who has a good relationship with parents is the most effective at ensuring good pupil attendance.	
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Total budgeted cost: £ 97000